

# Whitehouse Day Nursery

331 Norwood Road, London, SE24 9AH



## Inspection date

15 March 2018

Previous inspection date

28 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children have strong bonds with their key person. They are very well settled, confident and show care and concern for one another. For example, pre-school children help two-year-olds to find and use equipment correctly.
- Relationships with parents are very well established. Staff ensure that they receive regular updates about their children's learning and offer suggestions about how to support learning at home.
- Staff successfully follow children's interests to enthuse and encourage them to learn new things, overall. For instance, pre-school children are motivated when they act out their favourite story in the outdoor area. They demonstrate good knowledge of the story and show high levels of engagement.
- Children's physical development is well supported. For example, babies develop confidence as they learn to walk and respond well to praise and encouragement from their key person.
- Children respond well to routines at lunchtime. Pre-school children take great pride in helping to set the tables. They apply their mathematical knowledge and correctly use the language 'more' and 'less' to work out how many cups and spoons they need.

### It is not yet outstanding because:

- Staff do not consistently use all skills and knowledge gained from professional development opportunities to improve learning outcomes for children even further.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- ensure staff consistently use all skills and knowledge gained from professional development opportunities to improve their already good practice and raise learning outcomes for children even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Amy Keith

## Inspection findings

### Effectiveness of the leadership and management is good

The management team evaluates the quality of the service and uses feedback from parents to support them in making continuous improvements. They have ongoing plans to improve specific areas of the setting. For instance, the existing outdoor space is being further developed to enhance children's outdoor play experiences. The management team prioritises high-quality training for staff and carries out regular supervision sessions. Recently there have been several changes in staffing so senior members of staff are working closely with those that are new to ensure standards are maintained. The arrangements for safeguarding are effective. Staff fully understand their responsibilities to respond to any concerns about a child's welfare.

### Quality of teaching, learning and assessment is good

Qualified staff closely monitor children's progress. Good systems to observe and assess children help staff to quickly identify any gaps in learning. They plan interesting activities to support children to learn new skills. For example, two-year-olds are very well supported during a cutting activity. They are taught to hold the scissors correctly and learn how to carry them safely when they are finished. Staff promote good communication skills. For instance, they encourage younger children to repeat words back to them to help increase children's vocabulary. Staff ask challenging questions and sensitively join in with children's imaginative play. The learning environment is stimulating and well resourced. Children have opportunities to practise their skills in all aspects of their learning and development.

### Personal development, behaviour and welfare are good

Children's behaviour is good. Staff are positive role models. They are calm and caring and support children to follow routines. Staff ensure children know they are valued and their contributions to discussions and activities are always welcomed. Children confidently talk about their feelings and consider how others might feel. Children settle into the nursery quickly. They complete settling-in visits that are tailored to their individual needs. Children are well prepared for their move on to school. Teachers are encouraged to visit the nursery and staff ensure that essential information is shared to promote continuity in care and learning. Children's emotional well-being is very well supported.

### Outcomes for children are good

All children make good progress from their starting points. They are extremely sociable and quickly learn good communication skills. All children are well prepared for the next stage in their learning and development. Babies develop an interest in books. They look at books independently and show interest in the pictures. Pre-school children learn about letters and the sounds they make. They confidently read and write their names.

## Setting details

<b>Unique reference number</b>	144729
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	1127171
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Sofie Ahmed
<b>Registered person unique reference number</b>	RP906363
<b>Date of previous inspection</b>	28 September 2015
<b>Telephone number</b>	02086717362

Whitehouse Day Nursery registered in 1991. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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